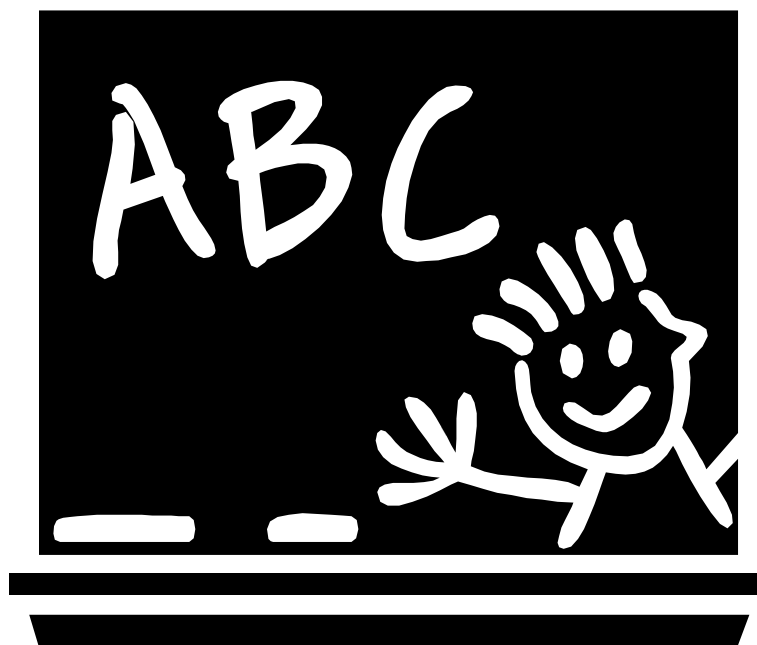


ESOL

English for Speakers of Other
Languages



Language Enriched Pupil (LEP)
Database and Program Handbook

2005-2006

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State of Florida
Department of State
2005

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INTRODUCTION

This handbook combines the Department of Education (DOE) Information Data Base data elements and other materials that relate to local record keeping and state reporting data for limited English proficient students. It was developed by the Office of Education Information and Accountability Services and the Office of Multicultural Student Language Education (OMSLE). The handbook was designed for use by English for Speakers of Other Languages (ESOL) staff as well as data processing and Management Information Systems (MIS) personnel in Florida school districts.

The handbook is organized in two parts. The first part contains selected student data elements with a corresponding page containing information on state edits and program specific notes. The second part contains appendices with other related data base materials and information.

Note: Appendices that were taken directly from data base materials may not have the same appendix designation in this handbook as they have in the DOE Database Manuals.

In an effort to provide the most current information and best technical assistance possible, this handbook will be updated as the need arises. Periodically you may receive revised pages, inserts, or additions with a transmittal memo and specific instructions on each change.

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ESOL DEFINITIONS

Limited English Proficient - a student who:

Was not born in the U.S. and whose native language is other than English; or

Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or

Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and

Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

LY - The student is Limited English Proficient and is enrolled in classes specifically designed for LEP students.

LN - The student is Limited English Proficient and is not enrolled in classes specifically designed for LEP students.

LF - The student is being followed up for a two-year period after having exited from the ESOL program.

LP - The student is in the 4th-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12th grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment.

LZ - The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two year post-reclassification monitoring period, they are re-coded LZ and remain so for the remainder of their school career.

- Not applicable (Students who responded in the negative to all three required Home Language Survey Questions, that is, Non-LEP students).

Home or native language - when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.

LEP Committee - a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents are also invited to attend any committee meetings.

LEP Student Plan - a written document(s) that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of LEP identification, assessment data used to classify or reclassify the student as LEP, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student's existing plan, IEP, etc., or may be a separate document for a given student or students. If the plan covers more than one student, each student will have an individual copy of the plan maintained in the student's file.

Basic Subject Areas - instruction in computer literacy, mathematics, science and social studies.

Basic ESOL - instruction in English/Language Arts, regardless of delivery model approach.

Other Subject Areas - any instruction other than Basic ESOL or Basic subject areas.

Limited English Proficient: Basis of Entry - A one character code indicating the student's basis of entry in the ESOL program: Aural/Oral (A); Reading and Writing (R); LEP Committee (L) or; temporarily placed in a program based on a "Yes" response to Home Language Survey questions b and/or c.(T).

Limited English Proficient: Basis of Exit - one character code indicating the student's basis of exit from the ESOL program: Aural/Oral (A); Reading and Writing (R); LEP Committee (L); or Not Applicable (Z).

Limited English Proficient: Classification Date - the initial date a student who responded "Yes" to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL program.

Limited English Proficient: Entry Date - the initial date a student entered an ESOL program.

Limited English Proficient: Exit Date - the initial date a student exits an ESOL program.

Limited English Proficient: Extension of Instruction - indicates that the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC. Students may receive an additional 4th, 5th, or 6th year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations.

Limited English Proficient: Home Language Survey Date - the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC. (Note: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.)

Limited English Proficient: Instructional Strategy - the type of instructional strategy provided to limited English proficient students in each course. The allowable types of instructional strategies are: Home Language and/or ESOL Instruction (only valid for elementary self-contained courses); Home Language Instruction - math, science, social studies, and computer literacy; and ESOL instruction - language arts, math, science, social studies, and computer literacy.

Limited English Proficient: Post Reclassification Dates - each date that a former limited English proficient student's performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student's first report card, semiannually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.0903, FAC.

Limited English Proficient: Reclassification Date - the initial date a **former** limited English proficient student (LF) is reclassified as limited English proficient (LY).

Limited English Proficient: Reclassification Exit Date - the date a reclassified LEP student exits the ESOL program.

Limited English Proficient: Reevaluation Date - the most recent date the limited English proficient student was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

Limited English Proficient: Student Plan Date - the date of the most recent development or review of the Limited English Proficient Student Plan.

Country of Birth - the country of birth of the student.

ESOL Weighted FTE Funding

Question(s) and Answer(s):

Q. *Do you report students with a Limited English Proficient code of 'LN' for ESOL weighted FTE funding?*

A. No, if the students are not enrolled in an approved ESOL program and are not receiving ESOL and/or Home Language instruction, ESOL weighted FTE funding may not be claimed. These students should be reported for FTE funding for membership in the program in which they are enrolled.

Q. *Under which circumstances may ESOL weighted FTE funding be claimed for LEP students?*

A. ESOL weighted FTE funding may be claimed for students with a Limited English Proficient code of 'LY' who are enrolled in ESOL-Elementary, English, English Through ESOL, ESOL electives at the secondary level using ESOL strategies and/or ESOL or Home Language instruction in math, science, social studies and computer literacy. The teachers of these courses must be:

1. appropriately certified in accordance with the current year's Course Code Directory;

and

2. in the process of, or completed the required ESOL and/or Home Language inservice training required for basic subject area teachers;

and/or

3. in the process of, or completed the training/certification requirements of the ESOL Endorsement for Basic ESOL (Language Arts/English), Elementary Education or Exceptional Student Education teachers responsible for the primary language arts experience of LEP students;

or

4. grandfathered teachers who were granted an ESOL Endorsement,

and

5. documenting the use of ESOL and/or Home Language strategies.

Note: For further details regarding personnel requirements please see the chart, ESOL Personnel Training Requirements, Appendix L of this handbook.

Q. *Can ESOL weighted FTE funding be claimed for LEP students enrolled in Basic ESOL (Language Arts/English) math, science, social studies and computer literacy classes that are not self-contained?*

A. Yes. The delivery of ESOL and/or Home Language instruction via split classes is an appropriate delivery model and ESOL weighted FTE funding may be claimed for eligible LEP students. For details regarding cost, see Financial and Program Cost Accounting and Reporting for Florida Schools, 2001.

Q. *Can weighted FTE funding be claimed and reported for LEP students served by paraprofessionals or teachers aides?*

A. No. FTE may only be reported for the instructional time students spend in an eligible subject area with a certified teacher (the teacher of record). FTE may not be claimed for students served by non-certificated personnel.

Q. *Can school districts claim ESOL weighted FTE funding for students enrolled in other subject area classes, such as music, physical education, art, etc., when the teachers have completed the 18 inservice points of required ESOL training?*

- A. No, Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, ESOL electives, and ESOL or home language instruction in math, science, social studies, and computer literacy.
- Q. *Can school districts claim ESOL weight FTE funding for students in basic subject area classes (computer literacy, math, science, and social studies) when the teacher has not completed the 60 hours inservice points of required ESOL training during the mandatory timelines?*
- A. No. The only exception is if the teacher was granted a district approved leave of absence.
- Q. *If a Basic ESOL teacher (Language Arts/English) is assigned an LEP student during the 2004-2005 school year and is reported out-of-field, but is not assigned an LEP student for the 2005-2006 school year, must she/he be reported out-of-field for the second year?*
- A. No. For further details regarding the time lines for the completion of the required ESOL training, please see the ESOL Personnel Training Requirements, Appendix L of this handbook.
- Q. *Must all ESOL teachers be reported as “out-of-field”?* *
- A. No. All teachers teaching the primary Language Arts/English to LEP students who do not have the ESOL Endorsement or full certification in ESOL must be reported and approved by the school board as being “out-of-field” in ESOL **at the time** the LEP student is assigned to such a teacher.
- Q. *Should Basic Subject Areas Teachers be reported “out-of-field” in ESOL?*
- A. No. All teachers teaching math, science, social studies and computer literacy to LEP students are **not** required to be reported “out-of-field” in ESOL or home language, since they are only required to obtain 60 inservice training points, which will not appear on, nor affect their teaching certificate.

Notes:

(a) Answers to the last two questions above assume the teachers have the appropriate certification or base coverage for the subject(s) being taught.

(b) Further details and information regarding procedures for reporting FTE may be obtained by referring to FTE General Instructions.

For the most up-to-date requirements regarding “out-of-field”, refer to district’s current certification policies.

FTE Audit Issues

1011.62: An eligible student may be reported for funding in the ESOL program for membership in ESOL instruction in English and ESOL instruction or home language instruction in the basic subject areas of mathematics, science, social studies, and computer literacy.

- ☺ Course Code Directory
- ☺ FEFP Cost Factor (130)
- ☺ 1 - 3 years automatic
- ☺ 3 - 6 years based on annual assessments

- ☺ Eligibility: "LY"
- ☺ LEP Student Plan/
 - ↓ Assessment/
 - ↓ InstructionalTime
- ☺ Dated Parental Notification (Written)

Category A Records

Data Elements
and
Corresponding Program Notes

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1996-97 July 1, 1996

Element Name:	Certification/Licensure/Qualification Status	←																		
Definition/Domain																				
<p>A code indicating the type of certification, licensure, or qualification status applicable to the teacher's position in the class being reported.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 10%;"><u>CODE</u></th> <th style="text-align: left;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Instructional staff member holding an adjunct teaching certificate as per s. 1012.57, F.S.</td> </tr> <tr> <td>B</td> <td>Substitute teacher.</td> </tr> <tr> <td>→ H</td> <td>Certificated instructional staff member teaching in a core academic subject for which a qualified status has been documented pursuant to a High Objective Uniform State Standard of Evaluation (HOUSSE) plan, as per the No Child Left Behind Act and Rule 6A-1.0503, FAC.</td> </tr> <tr> <td>I</td> <td>Instructional staff member certified/licensed in the field being taught.</td> </tr> <tr> <td>O →</td> <td>Certificated instructional staff appointed by the school board to teach out-of-field under Rule 6A-1.0503, FAC.</td> </tr> <tr> <td>M →</td> <td>Certificated instructional staff member teaching in a field that was the teacher's minor field of study, as per s. 1012.42, F.S.</td> </tr> <tr> <td>S →</td> <td>Certificated instructional staff members teaching in a field in which the teacher has demonstrated sufficient subject area expertise, as per s. 1012.42, F. S.</td> </tr> <tr> <td>N</td> <td>Non-certificated instructional staff member possessing expert skill in or knowledge of a particular subject or talent appointed by the school board under Rule 6A-1.0502, FAC.</td> </tr> </tbody> </table>			<u>CODE</u>	<u>DEFINITION</u>	A	Instructional staff member holding an adjunct teaching certificate as per s. 1012.57, F.S.	B	Substitute teacher.	→ H	Certificated instructional staff member teaching in a core academic subject for which a qualified status has been documented pursuant to a High Objective Uniform State Standard of Evaluation (HOUSSE) plan, as per the No Child Left Behind Act and Rule 6A-1.0503, FAC.	I	Instructional staff member certified/licensed in the field being taught.	O →	Certificated instructional staff appointed by the school board to teach out-of-field under Rule 6A-1.0503, FAC.	M →	Certificated instructional staff member teaching in a field that was the teacher's minor field of study, as per s. 1012.42, F.S.	S →	Certificated instructional staff members teaching in a field in which the teacher has demonstrated sufficient subject area expertise, as per s. 1012.42, F. S.	N	Non-certificated instructional staff member possessing expert skill in or knowledge of a particular subject or talent appointed by the school board under Rule 6A-1.0502, FAC.
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Length:	1	Grades and Programs Requiring This Data Element:																		
Format:	Alphanumeric	All Programs Grades PK-12																		
Compatibility Requirement:	Compatible	Adult Postsecondary Vocational																		
Use Types:	<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input type="checkbox"/> F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element:																		
		Teacher Course DB9 15x																		
Data Element Number:	108150	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 9																		
Revised:	4/05	Volume I Effective: 7/05 Page Number: 22-10																		

ELEMENT NAME: CERTIFICATION/LICENSURE STATUS

State Edit(s)/Reject Rule(s) for This Element:

The Certification/Licensure Status code entered must be I, O, M, S or N. If a valid code is not used the record will be rejected.

Program Specific Notes:

Teachers who are responsible for the English/Language Arts instructions of LEP students (LY) are required to have an ESOL Endorsement in addition to the appropriate base coverage, based on subject area taught.

Teachers who are assigned to teach LEP students English/Language Arts and/or Language Arts Through ESOL must be reported as out-of-field if they do not hold the ESOL Endorsement on their teaching certificate at the time an LEP student is assigned to them.

Reporting as out-of-field, for the purposes of ESOL, is defined as:

- Reported as out-of-field on the data element 'Certification/Licensure Status via the Automated Student Information System, and;
- Reported to and approved as out-of-field by the local school board.

Note: See cautionary note located under the ESOL Weighted FTE Funding section of this manual.

Question(s) and Answers:

- Q. *Must an ESE teacher be reported as out-of-field if he/she is the primary English/Language Arts teacher assigned to teach a LEP student?*
- A. Yes, if the ESE teacher is responsible for the instruction of English/Language Arts for that LEP student, the student's IEP indicates English/Language Arts instruction, and the teachers does not have an ESOL Endorsement they must be reported out of field.
- Q. *When ESOL/Language Arts and/or English instruction are provided through a pull-out program, is the elementary grade teacher required to have the ESOL Endorsement or be reported as out-of-field?*
- A. If the LEP student is provided with **all** the ESOL/Language Arts/English instruction via the pull-out program, then the pull-out teacher is the person who must have the ESOL Endorsement and the elementary teacher need not be reported as out-of-field. If, however, the LEP student comes back in the class and the non-LEP students are still being instructed in Language Arts/English, or the class receives additional Language Arts/English instruction during the remainder of the day, the elementary grade teacher would also need to have the ESOL Endorsement or be reported as out-of-field until no longer assigned an LEP student for Language Arts/English.
- Q. *Does an ESOL/Language Arts/English teacher continue to be reported as out-of-field for the six years until the ESOL Endorsement is obtained even though the teacher is not assigned any LEP students?*
- A. No, if the teacher began the ESOL inservice training, was reported as out-of-field to the school board and via the Automated Student Database for the first year, but then was not assigned another LEP student for the second year or subsequent years, the teacher is no longer reported as out-of-field in ESOL. However, it is important to note that the teacher is still required to obtain the initial 60 hours of the ESOL inservice. Once a teacher has been reported as out-of-field that same teacher may not be reported as out-of-field in other subject areas until the ESOL out-of-field has been satisfied.

Note: Teachers who are reported as out-of-field in ESOL only (under this data element and to the school board) DO NOT need to be counted as out-of-field for the accreditation process or review by the Southern Association of Colleges and Schools (SACS).

State Formats Using This Element:

Teacher Course DB9 15x

FLORIDA DEPARTMENT OF EDUCATION
 DOE INFORMATION DATA BASE REQUIREMENTS
 VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
 AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name: Country of Birth	
Definition/Domain	
<p>A two-character code which identifies the country or US Commonwealth/Territory of birth of the student.</p> <p>See Appendices G and Q for countries, United States Commonwealths and Territories.</p>	
Length: 2	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades PK-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Student Demographic Information DB9 13x
Data Element Number: 108800	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 9
Revised: 3/04	Volume I Effective: 7/05 Page Number: 28-5

ELEMENT NAME: COUNTRY OF BIRTH**State Edit(s)/Reject Rule(s) for This Element:**

If Grade Level=PK-12, Country of Birth must be a valid code as listed in Appendix G or Appendix Q of the *DOE Database Manual*; or Appendix C of this handbook, other than ZZ. If Survey Period Code = 5 and Grade Level = 30 or 31, then Country of Birth may be ZZ. If the code is not a valid code, the record will be rejected.

Program Specific Notes:

This data element is used for collecting and reporting the country of national origin as required by the 1990 League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree. (See Appendix H)

Question(s) and Answer(s):

Q. *What country code do you use for those students born on a U. S. military base in a country other than the U.S.?*

A. The actual country (do not list as United States) regardless of a student's citizenship or if a military base is located on a U.S. Territory should be reported. The Country of Birth identifies the actual country of birth of the student.

Note: Schools are prohibited from eliciting, compiling or recording any information regarding a student's immigration status.

Q. *Is the code of 'ZZ' (Other) used for non-LEP students?*

A. No, all students, regardless of LEP status, should have a County of Birth code. The code of 'ZZ' or 'Other', should only be used when the Country of Birth is not listed in Appendix G or Appendix Q of the *DOE Database Manual*. See Appendix C in this handbook.

State Formats Using This Element:

Student Demographic Information DB9 13x

FLORIDA DEPARTMENT OF EDUCATION
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Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name: Course Flag	
Definition/Domain	
<p>Up to four characters describing course attributes which give additional information needed by the district for counseling, tracking of credits, flagging for use with weighted grade point averages, etc. The letter or number codes defined below will be standard statewide. Any time one of the codes below is printed under "Course Flag" on the permanent record printout, it must correspond to the meaning given below. The field may also be used for locally defined codes which are consistent with state requirements for the use of state course numbers and titles. The coded values do not have to appear in any specific order.</p>	
<u>CODE</u>	<u>DEFINITION</u>
E = Academic Scholar - Elective (Code valid prior to 7/1/00.)	The course meets an Academic Scholar elective.
R = College Preparatory	The course meets a university admissions requirement. (Definition prior to 7/1/00: The course meets an academic Scholar requirement.)
G = Gifted	The course section is entirely composed of gifted students.
H = Honors	This is an honors course as designated by the state Course Code Directory. To designate an honors course by district definition, use a code reserved for local district use.
N = No Credit	No credit awarded - per district policy (i.e., 9-12 grade student did not meet the 135 hour rule).
S = SLEP	Credit awarded by passing the SLEP examination.
T = Transferred	Credit transferred from an out-of-state school or nonpublic school by equating of courses.
CONTINUED ON NEXT PAGE	
Length: 4	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades PK-12
Compatibility Requirement: Compatible	Adult Basic Skills (optional) Adult Secondary Education Adult Postsecondary Vocational
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Student Course Transcript Information DB9 39x
Data Element Number: 109125	Reported in Survey Periods: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9
Revised: 10/01	Volume I Effective: 7/05 Page Number: 32-1

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name: Course Flag (Continued)	Definition/Domain (Continued)
<u>CODE</u>	<u>DEFINITION</u>
I = Include	Include in grade point average (used only in combination with an "X").
X = Exclude	Exclude from state and local grade point average (used only in combination with an "I" for tracking forgiveness).
W = Exclude from State GPA	Exclude from State GPA, but include in District GPA
1 = Sub for Practical Arts Graduation Requirements.	Computer Education substitution for Practical Arts graduation requirement. The valid Computer Education substitution courses are 0200300-0200380, 0200800-0200810, 0201300-0201360, 0201380, and 0200890.
2 = Sub for BUS EN I 1001440	Vocational substitution for Business English I. The valid substitutions are courses 8203300, 8212000 and 8215100.
3 = Sub for BUS EN I 1001440 and/or BUS EN II 1001450	Vocational substitution for Business English I or II. The valid substitution is course 8212000.
4 = Sub for BUS MA I 1205540	Vocational substitution for Business Mathematics. The valid substitutions are courses 8212000, 8206300, 8207200, 8203300, 8215100 and 8216100.
5 = Sub for MA 1 1205380/II 1205390 (valid prior to 7/1/97.)	Vocational substitution for Mathematics 1: Course number 1205380 and Mathematics II: Course Number 1205390.
6 = Sub for GEN SCI 2002310 (Valid prior to 7/1/00)	Vocational substitution for General Science. The valid substitutions are courses 8121600, 8121000, 8121300, 8121400, 8106200, 8115110, 8106800, 8106400, 8118300, 8112100, 8112000, 8106500 and 8106100.
@ = Sub for BIO TECH 2000430	Vocational substitution for Biology Technology. The valid substitutions are courses 8121000, 8121300, 8121400, 8121600, 8106200, 8115110, 8106800, 8112000, 8106500 and 8106100.
# = Sub for ENV SCI 2001340	Vocational substitution for Environmental Science. The valid substitutions are courses 8113000, 8118300 and 8112100.
% = Sub for PHY SCI 2003310	Vocational substitution for Physical Science. The valid substitutions are courses 8103400, 8103200 and 8103300.
CONTINUED ON NEXT PAGE	
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**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name: Course Flag (Continued)

Definition/Domain (Continued)

CODE

DEFINITION

**7 = Sub for ANAT PHYSIO
2000350**

Vocational substitution for Anatomy and Physiology. The valid substitutions are courses 8417130-8417210, 8418300, and 8417230.

8 = Sub for Pre-Algebra

Vocational substitution for Pre-Algebra. The valid substitution is course 8730000.

9 = Ninth Grader

A student below the ninth grade has been declared a ninth grade student for this course and credit will apply toward high school graduation as provided through the district's pupil progression plan.

P = Course in Progress

For use in 1) interdistrict records transfer to indicate the courses the student was taking and had not yet completed at the time when he or she left the sending district; and 2) for Exceptional Student Education courses taken over a longer period of time than usual. Credit would be zero until the course is completed (Time Modification).

**B* =Home Language and/or
ESOL Instruction**

Limited English Proficient: Instructional Strategy code indicating the type of instruction of the LEP student. (This code is only valid for elementary self-contained courses.)

**M* = Home Language
Instruction**

Limited English Proficient: Instructional Strategy code indicating the LEP student is receiving instruction in their home language in the course. (Home Language instruction is valid in math, science, social studies and computer literacy.)

D* = ESOL Instruction

Limited English Proficient: Instructional Strategy code indicating the LEP student is receiving instruction in English in the course. (ESOL Instruction is valid in language arts, math, science, social studies and computer literacy.)

**A = Sub for Science Graduation
Requirements**

**F = Sub for Science Graduation
Requirements**

JROTC Coast Guard substitution for Marine Science I. The valid JROTC Maritime substitution courses are the completion of program 1804320-1804350.

JROTC Air Force substitution for Physical Science. The valid JROTC Aerospace substitution courses are the completion of program 1800300-1800320.

CONTINUED ON NEXT PAGE

Revised: 10/01

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FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
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AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name:	Course Flag (Continued)		
	Definition/Domain (Continued)		
<u>CODE</u>	<u>DEFINITION</u>		
K = Sub for Science Graduation Requirements	JROTC Navy Substitution for Physical Science. The valid JROTC Naval Science substitution courses are the completion of program 1802300-1802330.		
O = Sub for Life Management Skills Graduation Requirements	JROTC Army substitution for Life Management Skills. The valid JROTC Army substitution courses are the completion of program 1801300-1801310.		
Q = Sub for Life Management Skills Graduation Requirements	JROTC Marine Corps substitution for Life Management Skills. The Valid JROTC Marine Corps substitution courses are the completion of courses 1803300-1803310.		
& = Sub for Life Management Skills Graduation Requirements.	JROTC Air Force substitution for Life Management Skills. The valid JROTC Air Force substitution courses are the completion of program 1800400-1800410.		
0(zero) = Sub for Practical Arts Graduation Requirements	JROTC substitution for Practical Arts graduation requirement. The valid JROTC substitution courses are the completion of program 1800300-1800360, or 1801300-1801330, or 1802300-1802330, or 1803300-1803330, or 1804300-1804350.		
\$ = Sub for Practical Arts Graduation Requirements	Journalism substitution for Practical Arts graduation requirement. The valid Journalism substitution courses are 1006300-1006330.		
*NOTE: The LEP student's Instructional Strategy code (B, M or D) must be submitted to the state in survey periods 2 and 3 in the "Limited English Proficient: Instructional Strategy" data element for each course being reported to the state.			
Example: RH9	The course meets a university admissions requirement; it is being offered as an Honors course; the individual who is taking the course is a student below the ninth grade who is able to count the course toward fulfilling graduation requirements and university admissions requirements because the district's pupil progression plan addresses this specific situation.		
NOTE: Codes C, J, L, U, V, Y and Z are reserved for local district use. The Department will not assign values to those codes at any time in the future. Districts may also define other codes for local use, but should recognize that it is possible that the Department may define standard values for them sometime in the future.			
NOTE: Code 0 (zero) is now state defined.			
Revised:	10/01	Volume I	Effective: 7/05 Page Number: 32-4

ELEMENT NAME: COURSE FLAG

State Edit(s)/Reject Rule(s) for This Element:

Course Flag must be 0-9, A-O, Q-Z, \$, &, @, #, % or blank.

NOTE: Codes C, J, L, U, V, Y, and Z are reserved for local district use.

If the Course Flag code is not valid the record will be rejected.

Program Specific Notes:

Code	Meaning
B=Home Language and/or ESOL Instruction	Limited English Proficient: Instructional Strategy code indicating the type of instruction of the LEP student. (This code is only valid for elementary self-contained courses.)
M=Home Language Instruction	Limited English Proficient: Instructional Strategy code indicating the LEP student is receiving instruction in their home language in the course. (Home Language instruction is valid in math, science, social studies, and computer literacy.)
D=ESOL Instruction	Limited English Proficient: Instructional Strategy code indicating the LEP student is receiving instruction in English in the course. (ESOL Instruction is valid in language arts, math, science, social studies, and computer literacy.)

*NOTE: The LEP student's instructional strategy code (B, M, or D) must be submitted to the state in survey periods 2 and 3 in the "Limited English Proficient: Instructional Strategy" data element for **each course** being reported to the state.

It is important that schools and teachers note the difference between ESOL as a strategy and ESOL as a course. As required in law and rule, eligible LEP students should receive instruction in Basic ESOL (language arts/English) using ESOL strategies and ESOL or home language instruction in math, science, social studies, and computer literacy (courses taught using appropriate strategies).

The courses (listed in the Course Code Directory) and the instructional strategy codes and course flags must be used to document the services provided to LEP students.

See Program Specific Note given on FEFP Program Number data element in this handbook.

Note: ESOL Listening/Speaking, ESOL Reading/Writing or ESOL Combined Skills courses may be used to teach English through the content areas and may also be used for additional assistance to LEP students enrolled/reported in block scheduled courses.

State Formats Using This Element:

Student Course Transcript Information DB9 39X

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1989-90 July 1, 1989

Element Name: FEFP Program Number	
Definition/Domain	
<p>The number of the Florida Education Finance Program in which a student earns FTE in a class or section of a course.</p> <p>For Vocational dually enrolled students, report FTE earned under FEFP program number 103 (9-12 basic) ONLY on Student Course Schedule, Surveys 1-4, and NOT on Vocational Student Course Schedule, Survey 5.</p> <p>See Appendix E: FEFP Program Numbers.</p>	
Length: 3	Grades and Programs Requiring This Data Element:
Format: Numeric	All Programs Grades PK-12
Compatibility Requirement: State Standard	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Student Course Schedule DB9 14x Vocational Student Course Schedule DB9 16x
Data Element Number: 122225	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 9
Revised: 10/01	Volume I Effective: 7/05 Page Number: 94-1

ELEMENT NAME: FEFP PROGRAM NUMBER

State Edit(s)/Reject Rule(s) for This Element:

Student Course Schedule - FEFP Program Number must be 101-103, 111-113, 130, 254-255, 300, or 999.

If the FEFP Program Numbers are not valid, the record will be rejected.

See Appendix E of the *DOE Database Manual*; or Appendix B of this handbook for FEFP Program Numbers.

Program Specific Notes:

English for Speakers of Other Languages (ESOL) KG-12; FEFP Program Number 130.

Please see Appendix Q of this handbook for a list of courses eligible for ESOL weighted FTE from the Course Code Directory 2005-2006. ←

In the courses listed above, student FTE reported for FEFP funding shall comply with Section 1003.56, F.S., the Course Code Directory, the District's LEP Plan, and Rules 6A-6.0900 through 6A-6.0909, F.A.C. All students who are reported as LEP and under the ESOL FEFP Program Number (130) must be receiving instruction by appropriately qualified personnel using ESOL and/or home language strategies. (Please refer to <http://www.firn.edu/doe/bin00042/fteinstr.htm> for FTE General Instructions 2005-2006.

State Formats Using This Element:

Student Course Schedule DB9 14x

Vocational Student Course Schedule DB9 16x

FLORIDA DEPARTMENT OF EDUCATION
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AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1994-95 July 1, 1994
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Element Name: Grade Level	
Definition/Domain	
The student's current grade level placement or the grade level for which data are being reported:	
<u>CODE</u>	<u>GRADE OR LEVEL</u>
PK	Prekindergarten
KG	Kindergarten
01-12	First through twelfth grade
→ 30	Adult, Nonhigh School graduate
31	Adult, High School graduate
NOTES: If a student is in an ungraded setting, assign the student to the grade in which he or she would normally be enrolled.	
Obsolete Grade Level Codes are listed below:	
13	Postsecondary Vocational Technical, first year (applicable for years prior to 1988-89)
14	Postsecondary Vocational Technical, second year (applicable for years prior to 1988-89)
15	Adult Vocational Technical, Supplemental (applicable for years prior to 1988-89)
16	Preapprenticeship-Vocational Technical (applicable for years prior to 1988-89)
17	Apprenticeship-Vocational Technical (applicable for years prior to 1988-89)
20	Adult General, Elementary (K-8) (applicable for years prior to 1988-89)
21	Adult General, Secondary (9-12) (applicable for years prior to 1988-89)
→ 22	Adult, Community Instructional Services (applicable for years prior to 1987-88)
23	Student eligible for Certificate of Completion at the end of grade 12 who elects to remain in a remedial program for one additional school year. (applicable for years prior to 2005-06)
24	Adult Lifelong Learning (applicable for 1987-88 only)
Length:	2
Format:	Alphanumeric
Compatibility Requirement:	State Standard
Grades and Programs Requiring This Data Element:	All Programs Grades PK-12
Workforce Development Education (adult general education and postsecondary vocational education)	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Student Demographic Information DB9 13x WDIS Adult General Education Student Course Schedule DB9 48x Student Course Schedule DB9 14x WDIS Student Demographic Information DB9 46x Vocational Student Course Schedule DB9 16x WDIS Student End of Term Status DB9 50x <i>Prior School Status/Student Attendance DB9 55x</i> WDIS Vocational Student Course Schedule DB9 47x Student Course Transcript Information DB9 39x Student Discipline/Referral Action DB9 19x Student End of Year Status DB9 17x
Data Element Number:	124025
Reported in Survey Periods:	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S
Revised: 5/04	Volume I Effective: 7/05 Page Number: 99-1

ELEMENT NAME: GRADE LEVEL

State Edit(s)/Reject Rule(s) for This Element:

The student's current grade Level code must be PK, KG, 01-12, 23, 30 or 31. If Grade Level is not one of the valid codes, the record will be rejected. Grade Level is used in many edits (see below).

Program Specific Notes:

Close attention should be paid to how data are recorded once the PK student progresses to Kindergarten so as to not have negative impact on assessment timeline calculation. Based on how the Average Length of Time from Identification to Classification is calculated it is advisable for the school district to input LEP data locally for PK LEP students for future state transmittal.

There is no formal English language proficiency assessment required for PK students. Once a PK student's Home Language Survey is completed by the parent/guardian, if there is one or more affirmative response, the student is considered to be LEP and should be provided linguistically and culturally appropriate services within the PK program.

Pre-Kindergarten local data maintenance:

Hard Copy Record	Local Accountability	Data Entry Required
Registration Packet with completed Home Language Survey (HLS)	HLS Date*	Actual date or the first day of school (for PK and Kindergarten students who enroll during the summer.)
with Affirmative Response to HLS	LEP Code*	'LY'
	Basis of Entry	'T'
	Classification Date	Same date as HLS
	Date of Entry	Actual date started in PK Program
	Student Plan Date	Actual date entered PK and services began.
	Instructional Strategy	'D'

*State reported data elements for PK.

Upon Entering Kindergarten, an Aural/Oral test is administered and the PK data (which was maintained locally) is updated, and reported, to the state as follows:

If the student scores LEP:

Data Element	Changes to:
LEP Code	Remains 'LY'
Basis of Entry	'A'
Student Plan Date	Update to first day of Kindergarten
LEP Strategy	Update as needed
All Test related data elements	Enter updated information to document assessment

If the student scores Full English Speaker:

Data Element	Changes to:
LEP Code	'LF'
Post Reclassification Dates	Process begins
Date of Exit	Actual date of exit
All Test related data elements	Enter updated information to document assessment

NOTE: HLS DATE, CLASSIFICATION DATE, AND DATE OF ENTRY REMAIN THE SAME AS PK DATA.

Question(s) and Answer(s):

- Q. *What are the reporting requirements for PK LEP students? Do we have to submit the LEP Format for PK LEP Students?*
- A. Districts are not required to submit an LEP Format for PK students. The only data elements (which are on Student Demographics Format) that need to be reported on PK LEP student are: Date of Home Language Survey (HLS), Country of Birth, the Limited English Proficient code and all other elements that are required of all students.
- Q. *Is a LEP Student Plan required for PK LEP students?*
- A. The LEP Plan is also not required since it is assumed that all students in a PK/Early Intervention program are receiving developmentally appropriate instruction which addresses the language development and cultural needs of these students. Again, LEP: Student Plan Date is a data element which appears on the LEP Format and therefore is not recorded or reported for PK students.

State Formats Using This Element:

- Student Demographic Information DB9 13x
- Student Course Schedule DB9 14x
- Vocational Student Course Schedule DB9 16x
- Prior School Status/Student Attendance DB9 55x
- Student Course Transcript Information DB9 39x
- Student End of Year Status DB9 17x
- WDIS Adult General Education Student Course Schedule DB9 48x
- WDIS Student Demographic Information DB9 46x
- WDIS Student End of Term Status DB9 50x
- WDIS Vocational Student Course Schedule DB9 47x
- Student Discipline/Referral Action DB9 19x

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1994-95 July 1, 1994
--

Element Name: Limited English Proficient, PK-12
--

Definition/Domain

Using the definitions and the codes given below, indicate the status of the student who has been identified as a Limited English Proficient (LEP) student. A Limited English Proficient student is one who:

Was not born in the U.S. and whose native language is other than English; or

Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or

Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English language proficiency; and

Who as a result of the above has sufficient difficulty speaking, reading, writing or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

CODE DEFINITION

- | | |
|----|--|
| LY | The student is Limited English Proficient and is enrolled in classes specifically designed for LEP students. |
| LN | The student is Limited English Proficient and is not enrolled in classes specifically designed for LEP students. |
| LF | The student is being followed up for a two-year period after having exited from the ESOL program. |

CONTINUED ON THE NEXT PAGE

Length: 2	Grades and Programs Requiring This Data Element:
Format: Alphabetic	All Programs Grades PK-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report	Student Demographic Information DB9 13x
<input checked="" type="checkbox"/> Local Accountability	Student Discipline/Referral Action DB9 19x
<input checked="" type="checkbox"/> F.A.S.T.E.R.	
Data Element Number: 144025	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9
Revised: 7/03	Volume I Effective: 7/05 Page Number: 107-1

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1994-95 July 1, 1994

Element Name: Limited English Proficient, PK-12 (Continued)

Definition/Domain (Continued)

<u>CODE</u>	<u>DEFINITION</u>
LP	The student is in the 4th-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing assessment or the student is in K-12th grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending aural/oral assessment.
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program.
ZZ	Not applicable

ELEMENT NAME: LIMITED ENGLISH PROFICIENT

State Edit(s)/Reject Rule(s) for This Element:

Limited English Proficient PK-12 code must be LY, LN, LF, LP, LZ or ZZ. If the codes are not valid, the record will be rejected.

Program Specific Notes:

The codes used should identify the current status of the student.

Special attention should be given in the use of the code LN to ensure accuracy in reporting and compliance with the 1990 League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree. (See Appendix H of this handbook)

Prekindergarten students will be reported as LY based on an affirmative response to the Home Language Survey (HLS). However, the PK students are not tested for English language proficiency, nor is a LEP Format submitted for PK LEP students.

Question(s) and Answer(s):

- Q. *When would it be appropriate to use the code ZZ for the Limited English Proficient data element?*
- A. A code of "ZZ" would be used for each student who is English proficient as documented by "no" responses to the three Home Language Survey questions and who does not meet the definition of LEP; or for a student who answers "yes" on Home Language Survey and does not score as limited English proficient on the appropriate assessment instrument(s) (based on age/grade).
- Q. *What LEP code do you use for an LEP student whose LEP: Basis Entry was a "T", was served in the program, and 20 days later tested as fully English proficient?*
- A. Once the student is tested as fully English proficient the LEP code should be changed from "LY" to "LF".
- Q. *Under what circumstances do you use the code of "LN"?*
- A. The code "LN" may only be used to report any student in membership who has been identified and assessed as LEP and who is not enrolled in an approved ESOL Program or any ESOL course and who is not receiving comprehensible instruction. For information on what data elements are reported in the LEP Format for students coded as "LN", see Appendix G in this handbook.
- Q. *If the teacher has not been trained in ESOL and/or home language strategies, should LEP students be coded as "LN"?*
- A. Yes, if the teacher is not using and documenting the use of ESOL and/or home language strategies in the Basic ESOL (or primary language arts), math, science, social studies and computer literacy courses.
- Q. *How are PK students coded for LEP purposes?*
- A. (a) Any PK student who has an affirmative response to any of the three Home Language Survey questions should be coded LY if the PK teacher/instructor has been trained (or is in the process of receiving 18 inservice points/hours) and is documenting the use of strategies.
- (b) If the PK instructor has not been trained and is not documenting the use of specific strategies that address the needs of PK LEP students, then these PK LEP students should be coded as LN.
- (c) Any PK student who has all negative responses to the Home Language Survey should be coded ZZ.
- (d) PK students who were served in PK as LEP (LY), and when tested in K scored as full English proficient, should be reported as 'LF'.

ELEMENT NAME: LIMITED ENGLISH PROFICIENT (Continued)

State Formats Using This Element:

Student Demographic Information DB9 13x

Student Discipline/Referral Action DB9 19x

FLORIDA DEPARTMENT OF EDUCATION
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AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1995-96 July 1, 1995

Element Name: Limited English Proficient: Basis of Entry											
Definition/Domain											
<p>A one-character code used to indicate the basis of entry into the English for Speakers of Other Languages (ESOL) program.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 15%;"><u>CODE</u></th> <th style="text-align: left;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td>Aural/Oral</td> </tr> <tr> <td style="text-align: center;">R</td> <td>Reading and Writing</td> </tr> <tr> <td style="text-align: center;">L</td> <td>LEP Committee</td> </tr> <tr> <td style="text-align: center;">T</td> <td>Temporarily placed in a program based on (a) a “Yes” response to the Home Language Survey (b) Did the student have a first language other than English?; (c) Does the student most frequently speak a language other than English?; or (d) both (b) and (c).</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	A	Aural/Oral	R	Reading and Writing	L	LEP Committee	T	Temporarily placed in a program based on (a) a “Yes” response to the Home Language Survey (b) Did the student have a first language other than English?; (c) Does the student most frequently speak a language other than English?; or (d) both (b) and (c).
<u>CODE</u>	<u>DEFINITION</u>										
A	Aural/Oral										
R	Reading and Writing										
L	LEP Committee										
T	Temporarily placed in a program based on (a) a “Yes” response to the Home Language Survey (b) Did the student have a first language other than English?; (c) Does the student most frequently speak a language other than English?; or (d) both (b) and (c).										
Length: 1	Grades and Programs Requiring This Data Element:										
Format: Alphanumeric	All Programs Grades K-12										
Compatibility Requirement: Compatible											
Use Types:	State Reporting Formats Requiring This Data Element:										
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Limited English Proficient Student Information DB9 10x										
Data Element Number: 144075											
Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9											
Revised: 5/04	Volume I Effective: 7/05 Page Number: 107-4										

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: BASIS OF ENTRY

State Edit(s)/Reject Rule(s) for This Element:

Limited English Proficient: Basis of Entry code must be A, R, L, or T. If the Basis of Entry code is not valid, the record will be rejected.

Program Specific Notes:

The prior procedure requiring Basis of Entry to be the same as Basis of Exit is no longer valid. See Appendix O in this handbook.

Guide for Basis of Entry Codes

Grade Level	Tested or entered via:	Code
K-12	Aural/Oral	A
K-12	LEP Committee	L
4-12	Scored full English speaker on Aural/Oral; but <= 32% on Reading/Writing	R
4-12	LEP Committee	L

NOTE: Some districts have now raised the <= 32% on Reading/Writing. This must be approved in the District LEP Plan.

Question(s) and Answer(s):

- Q. *Must a student who answered 'Yes' only to the HLS question, "Is a language other than English spoken in the home?" be placed in the ESOL program pending the required aural/oral assessment?*
- A. No. Effective July 1994 these students no longer have to be placed in the program pending aural/oral assessment. See Appendix O for complete instructions/requirements for entry/exit.
- Q. *Should the Basis of Entry be updated if the LEP Committee decides a K-3 student, who entered the program through an aural/oral test and now scores full English speaker, should remain in the ESOL program?*
- A. For the purpose of electronically tracking students enrolled in the program, and to have the 'backup' as to why the student is still in the program, the Basis of Entry should be changed from "A" to "L".
- Q. *What Basis of Entry code should be used for former LEP students who are being 'reclassified' as LEP?*
- A. The Basis of Entry code of 'L' will always be used for former LEP (LF) students "re-entering" the program, as the LEP Committee is the only means of reclassifying a former LEP student.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

FLORIDA DEPARTMENT OF EDUCATION
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AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1995-96 July 1, 1995

Element Name: Limited English Proficient: Basis of Exit											
Definition/Domain											
<p>A one-character code used to indicate the basis of exit out of the English for Speakers of Other Languages (ESOL) program.</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;"><u>CODE</u></th> <th style="text-align: left;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td>Aural/Oral</td> </tr> <tr> <td style="text-align: center;">R</td> <td>Reading and Writing</td> </tr> <tr> <td style="text-align: center;">L</td> <td>LEP Committee</td> </tr> <tr> <td style="text-align: center;">Z</td> <td>Not Applicable</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	A	Aural/Oral	R	Reading and Writing	L	LEP Committee	Z	Not Applicable
<u>CODE</u>	<u>DEFINITION</u>										
A	Aural/Oral										
R	Reading and Writing										
L	LEP Committee										
Z	Not Applicable										
Length: 1	Grades and Programs Requiring This Data Element:										
Format: Alphanumeric	All Programs Grades K-12										
Compatibility Requirement: Compatible											
Use Types:	State Reporting Formats Requiring This Data Element:										
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Limited English Proficient Student Information DB9 10x										
Data Element Number: 144080											
Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9											
Revised: 5/04	Volume I Effective: 7/05 Page Number: 107-5										

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: BASIS OF EXIT

State Edit(s)/Reject Rule(s) for This Element:

Limited English Proficient: Basis of Exit code must be A, R, L or Z. If a valid code is not used, the record will be rejected.

Program Specific Notes:

The prior procedure requiring Basis of Exit to be the same as Basis of Entry is no longer valid. See Appendix O in this handbook.

Possible Entry and Exit Codes by Grade:

Grades	Entry Code	Exit Code
PreK		A (In K)
K-3:	A	A
	L	L
4-12:	A	R
	R	R or L
	L	L

Question(s) and Answer(s):

Q. *Once a student has entered the ESOL program via the LEP Committee, and has a Basis of Entry of 'L', may the student be exited once new test scores for reading/writing (Basis of 'R') are available?*

A. The test scores may be used to refer the student back to the LEP Committee; however, the LEP Committee would have to meet again, and then, if the student is exited, the Basis of Exit would be 'L'.

Special Note - ESE/ESOL Students: For Entry/Exit codes for a LEP student who is also identified and/or served in Exceptional Student Education Programs; if the student is first identified/served as ESE, an IEP meeting with LEP Committee representation must be held prior to testing the ESE student for placement in an ESOL program.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

FLORIDA DEPARTMENT OF EDUCATION
 DOE INFORMATION DATA BASE REQUIREMENTS
 VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
 AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1993-94 July 1, 1993

Element Name: Limited English Proficient: Classification Date	
Definition/Domain	
<p>The initial date a student who responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment of an ESOL program.</p> <p style="margin-left: 40px;">MMDDYYYY Classification date Example: 01181991 = January 18, 1991</p> <p style="margin-left: 40px;">00000000 Zero fill for students not yet classified eligible or ineligible.</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element: Limited English Proficient Student Information DB9 10x
Data Element Number: 144095	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9
Revised: 5/04	Volume I Effective: 7/05 Page Number: 107-7

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: CLASSIFICATION DATE

State Edit(s)/Reject Rule(s) for This Element:

Limited English Proficient: Classification Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

LEP: Class Date is the initial date a student who responded "yes" to the Home Language Survey is determined eligible or not eligible based on assessment. This element should be used only for students classified as LEP for the first time based on assessment, or for PK students based on affirmative response(s) to the Home Language Survey.

Question(s) and Answer(s):

Q. Do the LEP dates have to fall into the "180 day" calendar?

A. No. The dates should reflect the actual date the procedure in question took place and should be a valid date (See date reporting format on data element.)

Q. Does the LEP Classification Date need to be reported for PK students?

A. The date should be maintained for local accountability as it will have to be transmitted to the state, then reported when the student enters Kindergarten, if the student remains in the program.

Note:

The LEP Classification date is the same as the date of the Home Language Survey for PK LEP students.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

FLORIDA DEPARTMENT OF EDUCATION
 DOE INFORMATION DATA BASE REQUIREMENTS
 VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
 AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1991-92 July 1, 1991

Element Name: Limited English Proficient: Entry Date	
Definition/Domain	
<p>The initial date a student entered an ESOL program.</p> <p style="margin-left: 40px;">MMDDYYYY Entry date Example: 01181991 = January 18, 1991</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types: <input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	State Reporting Formats Requiring This Data Element:
	Limited English Proficient Student Information DB9 10x
Data Element Number: 144105	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9
Revised: 5/04	Volume I Effective: 7/05 Page Number: 107-9

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: ENTRY DATE

State Edit(s)/Reject Rule(s) for This Element:

Limited English Proficient: Entry Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

This is the initial date the student actually enters the ESOL program, not the first date he/she entered school.

Question(s) and Answer(s):

Q. Is the LEP: Entry Date supposed to be the same as the LEP: Classification Date?

A. The LEP: Entry Date may be the same as the LEP: Classification Date. However, there is no requirement in FAC rules, in Statute or in the data base edits requiring both of these dates to be the same. In fact, in some cases the Entry Date will occur prior to the Classification Date, such as, when students are identified via the Home Language Survey and the definition of LEP, but the school/district is unable to test on that same date. Upon an affirmative response to questions 2 and/or 3 of the Home Language Survey, Rule 6A-6.0902, F.A.C., requires the school/district to place the student in the ESOL program in the interim.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1991-92 July 1,1991
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Element Name: Limited English Proficient: Exit Date	
Definition/Domain	
<p>The initial date a student exits an ESOL program</p> <p style="margin-left: 40px;">MMDDYYYY Exit date Example: 01181991 = January 18, 1991</p> <p style="margin-left: 40px;">00000000 Zero fill if exit has not occurred</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades K-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Limited English Proficient Student Information DB9 10x
Data Element Number: 144115	Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9
Revised: 5/04	Volume I Effective: 7/05 Page Number: 107-11

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: EXIT DATE

State Edit(s)/Reject Rule(s) for This Element:

Limited English Proficient: Exit Date must be numeric and a valid date unless zero-filled.

Program Specific Notes:

Question(s) and Answer(s):

Q. If you have an exit date, do you have to have a reclassification date?

A. No. The reclassification date is reserved for former LEP students who are "re-entering" the ESOL program.

Q. Does withdrawal date equal the LEP exit date, even if the student has not been tested out of the ESOL Program? If not what date do you put in for exit date?

A. If the student withdraws from school but has not "tested/exited" out of the ESOL program, the exit date should be zero-filled.

Note:

For all LEP students who withdraw from school, special care and attention should be taken by school (and district) personnel to update and transmit the student record (through F.A.S.T.E.R., see Appendix P this manual) to the receiving school district.

Rapid transfer of records, whether automated or via hard copy, will provide the receiving district with vital data and will avoid unnecessary delays and duplicate testing.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

FLORIDA DEPARTMENT OF EDUCATION
 DOE INFORMATION DATA BASE REQUIREMENTS
 VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
 AUTOMATED STUDENT DATA ELEMENTS

Implementation Date: Fiscal Year 1993-94 July 1, 1993

Element Name: Limited English Proficient: Extension of Instruction							
Definition/Domain							
<p>A one-character code used to indicate that a Limited English Proficient student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.0903, FAC.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 15%;"><u>CODE</u></th> <th style="text-align: left;"><u>DEFINITION</u></th> </tr> </thead> <tbody> <tr> <td>Y</td> <td>Student in need of extension of instruction</td> </tr> <tr> <td>Z</td> <td>Not applicable or no</td> </tr> </tbody> </table>		<u>CODE</u>	<u>DEFINITION</u>	Y	Student in need of extension of instruction	Z	Not applicable or no
<u>CODE</u>	<u>DEFINITION</u>						
Y	Student in need of extension of instruction						
Z	Not applicable or no						
<p>NOTE: The base period of three years is defined as three calendar years from the original date an LEP student enters the ESOL program. Student may receive an additional 4th, 5th, or 6th year of FEFP funded ESOL instruction and services based upon needs as determined from annual evaluations.</p>							
Length: 1	Grades and Programs Requiring This Data Element:						
Format: Alphanumeric	All Programs Grades K-12						
Compatibility Requirement: Compatible							
Use Types:	State Reporting Formats Requiring This Data Element:						
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Limited English Proficient Student Information DB9 10x						
Data Element Number: 144125							
Reported in Survey Periods: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 9							
Revised: 5/04	Volume I Effective: 7/05 Page Number: 107-13						

ELEMENT NAME: LIMITED ENGLISH PROFICIENT: EXTENSION OF INSTRUCTION

State Edit(s)/Reject Rule(s) for This Element:

Limited English Proficient: Extension of Instruction code must be Y or Z. If the Limited English Proficient: Extension of Instruction code is not Y or Z, the record will be rejected.

Program Specific Notes:

English/Language Arts and/or ESOL instruction, plus math, science, social studies, and computer literacy instruction using ESOL and/or Home Language strategies, may be reported for ESOL weighted FTE funding for a base period of three years, and may be extended for a 4th, 5th, or 6th year, based on annual evaluations. Lack of funding does not relieve the district of the obligation to provide services beyond the six years.

(See the 1990 League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree(See Appendix H) and Section 1011.62 F.S.)

The base period of three years is defined as three calendar years from the ORIGINAL DATE an LEP student enrolls in **ANY** ESOL program in **ANY** school district within the State of Florida.

Special attention should be given to accurate reporting of entry date to ensure this data may be transmitted via F.A.S.T.E.R. (see Appendix P of this handbook) to allow all districts the ability to track the total number of years an LEP student has been served.

State Formats Using This Element:

Limited English Proficient Student Information DB9 10x

**FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATA BASE REQUIREMENTS
VOLUME I: AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS**

Implementation Date: Fiscal Year 1991-92 July 1, 1991
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Element Name: Limited English Proficient: Home Language Survey Date	
Definition/Domain	
<p>The date that indicates completion of the Home Language Survey in accordance with Rule 6A-6.0902, FAC.</p> <p align="center">MMDDYYYY Home Language Survey date Example: 01181991 = January 18, 1991</p>	
<p>NOTE: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.</p>	
Length: 8	Grades and Programs Requiring This Data Element:
Format: Alphanumeric	All Programs Grades PK-12
Compatibility Requirement: Compatible	
Use Types:	State Reporting Formats Requiring This Data Element:
<input checked="" type="checkbox"/> State Report <input checked="" type="checkbox"/> Local Accountability <input checked="" type="checkbox"/> F.A.S.T.E.R.	Student Demographic Information DB9 13x
Data Element Number: 144135	
	Reported in Survey Periods: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 9
Revised: 10/01	Volume I Effective: 7/05 Page Number: 107-15

